Webster Elementary School
2020-2021 School Improvement Plan

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OVERVIEW

This school improvement plan was developed using the Indiana Department of Education's recommended process of completing a *comprehensive needs assessment* (CNA) and then developing the *school improvement plan* (SIP). The process of completing a CNA includes assembling a planning team, creating a vision for excellence, developing a school profile, identifying focus areas for improvement, and analyzing data to determine key findings and root causes of less than desirable student performance. The SIP is then developed with the planning team, and it defines focus areas, key findings, root causes, goals for improvement, and interventions that address the root causes. This plan includes interventions that meet the expectations of Indiana Rules and Regulations and Title I, Schoolwide.

Organizational Structure and Development of the School Improvement Plan

The planning team included the principal, staff, parents, and students:

- Erin Hartley - School Counselor (at the time the plan was developed Wendi Bendy was our school counselor)
- Tana Houin - Teacher
- Cheryl Splix- Teacher
- Danielle Gantz- Title I Teacher
- Tabatha Standeford - Parent

Additionally, the planning team created opportunities for staff, parents, students, and community members to provide feedback on the vision for excellence, focus areas for improvement, goals, and interventions.

The planning team engaged in the following sequential steps in developing the CNA and SIP:

1. Developing a common vision for excellence.
2. Analyzing achievement data for strengths and focused opportunities for improvement.
3. Creating achievement goals addressing focused opportunities for improvement.
4. Developing root causes of less than desirable student performance, including review of the following:
    - Academic expectations
    - Curriculum content
    - Instructional practices
    - Classroom assessment
    - Extra student support
    - Student guidance
    - Learning environment
5. Developing interventions to address the root causes.

SCHOOL IMPROVEMENT PLAN COMPONENTS

Part 1: Vision

The Vision Statement was developed by teachers, parents and community members serving on the School Improvement Council with input provided by the student body. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a hig

Vision Statement

We believe all students deserve:

- A safe, caring learning environment, where students know they are loved, respected, and accepted for who they are
- To be challenged by a rigorous curriculum which provides opportunities that meet the needs of diverse learners
- Involved adults they can talk to, trust, and depend upon to hold them accountable for their actions, while teaching them how to make appropriate choices -To be able to have fun, take on challenges, and learn from their mistakes

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

All adults in the community are:

- Teaching and modeling lifeskills at all times, while holding students accountable for their actions Effectively communicating with and about students
- Making time for students a priority by becoming involved in school activities
- Setting high expectations for students by demonstrating the value of education
- Connecting families with community resources and assisting them in solving problems that interfere with their child's learning

School staff are:

- Ensuring the use of best practices (engaging activities, differentiated instruction)
- Participating and seeking out continuing education/staying current through ownership and autonomy Demonstrating enthusiasm while creating a positive and safe learning environment

Parents are:

- Assisting with homework and monitoring their child(ren)'s progress -Talking to their children about school
- Getting their children to school on time everyday

In this environment where all adults are living by their core convictions, all students:

- Taking ownership of their own learning - advocating for themselves
- Solving problems in a variety of ways
- Participating in meaningful, relevant, engaging activities that are differentiated based on learning styles, student interests, and skill level
- Not afraid to fail on their path to learning new things

As a result of these collective efforts, our school's achievement data will improve as follows:

- 100% of students are at or above benchmark on our BOY, MOY, and EOY formative assessments.
- 100% of students are at or above benchmark on our reading and math core assessments.
- Students pass IREAD-3 at or above Indiana state average.
- Students pass the English/Language Arts state standardized assessment at or above Indiana state average
- Students pass the Math state standardized assessment at or above Indiana state average

Part 2: Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments, including state standardized assessments in English/language arts and math, corporation-determined formative assessments, schoolwide common assessments in reading and math, and report card grades. A full list of academic assessments is found in the Root Cause Self-Study Excerpt section.

The planning team as well as staff, parents, students, and community members addressed the following questions in their data review:

- How does this data compare to our vision data?
- What data pleases us?
- What data disturbs us?
- What achievement gaps exist?

Using a consensus-based decision-making process, the planning team identified a small number of Focus Areas. These are broad academic areas on which the planning team agreed to focus the school's energy. Then, the planning team developed specific SMART goals in those Focus Areas that, if achieved, would lead to improved student achievement. Achievement of the SMART goals in the specified Focus Areas will allow Webster Elementary to realize its envisioned ideal of student achievement.

Focus Area 1: Reading Comprehension	
Focus Area	Student proficiency on the reading comprehension portions of Indiana's English/language arts standardized assessment
Subject	English/language arts
Grade(s)	3rd, 4th
Student Population	All 3rd-grade and 4th-grade students
Rationale	The percentage of 3rd-grade and 4th-grade students who passed the English/language arts portion of Indiana's standardized assessment was far less than desired in Spring 2019 as 29.9% of all students passed. The percentage of 3rd-grade students who passed IREAD-3 was less than desired in Spring 2019 as 90.5% of all students passed.
External Expectations	English/language arts
SMART Goals	1. The percentage of *4th-grade students* that will pass the reading comprehension portions of the Spring 2021 E/LA ILEARN assessment will be at or above the state average. 2. The percentage of *4th-grade free/reduced lunch students* that will pass the reading comprehension portions of the Spring 2021 E/LA ILEARN

assessment will be at or above the state average.

3. The percentage of *all 3rd-grade students* that will pass the reading comprehension portions of the Spring 2021 E/LA ILEARN assessment will be at or above the state average.

4. The percentage of *3rd-grade free/reduced lunch students* that will pass the reading comprehension portions of the 2021 E/LA ILEARN assessment will be at or above the state average.

5. The percentage of *3rd-grade students* that will pass the 2021 IREAD-3 will be at or above the state average.

External Expectations:
- All Focus Area 1 Smart Goals relate to Reading K-2
  - 100% of K-2 students will be on or above grade-level benchmarks in MCLASS
  - 100% of K-2nd grade students will demonstrate mastery of essential concepts on Unit Benchmark assessments.
- All Focus Area 1 Smart Goals relate to Reading 3-6
  - 100% of 3rd-4th grade students will be on or above grade-level benchmarks in NWEA
  - 100% of 3rd-4th students will demonstrate mastery of essential concepts on Unit Benchmark assessments.

Focus Area 2: Written Expression	
Focus Area	Student proficiency on the writing portions of Indiana's English/language arts standardized assessment
Subject	English/Language Arts
Grade(s)	3rd, 4th
Student Population	All 3rd-grade and 4th-grade students
Rationale	The percentage of 3rd-grade and 4th-grade students who passed the English/language arts portion of Indiana's standardized assessment was far less than desired in Spring 2019 as 29.9% of all students passed.
External Expectations	English/Language arts
SMART Goals	1. 1. The percentage of *4th-grade students* that will pass the writing portions of the Spring 2021 E/LA ILEARN assessment will be at or above the state average. 2. 2. The percentage of *4th-grade free/reduced lunch students* that will pass the reading comprehension portions of the Spring 2021 E/LA ILEARN assessment will be at or above the state average. 3. 3. The percentage of *all 3rd-grade students* that will pass the reading comprehension portions of the Spring 2021 E/LA ILEARN assessment will be at or above the state average.

	4. 4. The percentage of ***3rd-grade free/reduced lunch students*** that will pass the reading comprehension portions of the 2021 E/LA ILEARN assessment will be at or above the state average.
	External Expectations: ● All Focus Area 2 Smart Goals relate to Reading K-2 ● All Focus Area 2 Smart Goals relate to Reading 3-6

Focus Area 3: Mathematical Proficiency	
Focus Areas	Student proficiency on the mathematics portions of Indiana's English/language arts standardized assessment
Subject	Mathematics
Grade(s)	3rd, 4th
Student Population	All 3rd-grade and 4th-grade students
Rationale	The percentage of 3rd-grade and 4th-grade students who passed the mathematics portion of Indiana's standardized assessment was far less than desired in Spring 2019 as 38% of all students passed.
External Expectations	English/language arts
SMART Goals	5. The percentage of ***4th-grade students*** that will pass the mathematics portions of the Spring 2021 ILEARN assessment will be at or above the state average. 6. The percentage of ***4th-grade free/reduced lunch students*** that will pass the mathematics portions of the Spring 2021 ILEARN assessment will be at or above the state average. 7. The percentage of ***3rd-grade students*** that will pass the mathematics portions of the Spring 2021 ILEARN assessment will be at or above the state average. 8. The percentage of ***3rd-grade free/reduced lunch students*** that will pass the mathematics portions of the Spring 2021 ILEARN assessment will be at or above the state average.

	External Expectations:
	● All Focus Area 3 Smart Goals relate to Mathematics K-1
	  ○ 100% of K-2 students will demonstrate mastery of essential concepts on GoMath Chapter assessments.
	● All Focus Area 3 Smart Goals relate to Mathematics 2-6
	  ○ 100% of 2nd-4th grade students will be on or above grade-level benchmarks in NWEA
	  ○ 100% of 2nd-4th students will demonstrate mastery of essential concepts on GoMath Chapter assessments.

Part 3: Root Causes

Root causes are specific factors that are interfering with teaching, learning, and achievement. The planning team as well as staff, parents, students, and community members identified root causes after reviewing specific sources of qualitative data, which included the following:

- Survey of all students–disaggregated by gender, socioeconomic status, race/ethnicity, and parental postsecondary education status–regarding the quality of expectations, curricular rigor, instruction, classroom assessments, extra help, student guidance, and the learning environment
- Survey of staff, parents, and community members regarding the quality of expectations, curricular rigor, instruction, classroom assessments, extra help, student guidance, and the learning environment
- Short-answer responses completed by staff regarding the implementation of best educational practices in expectations, curricular rigor, instruction, classroom assessments, extra help, student guidance, and the learning environment
- Discussion with student body regarding the specific learning interferences at school
- Input from the planning team as well as staff, parents, students, and community members regarding the aforementioned surveys, staff responses, and student body discussion

Root Causes	1. Administration and staff are not routinely and commonly assessing students' performance on essential standards in reading, writing, and mathematics. 2. Administration and staff are not routinely reviewing common formative assessment results to identify effective and ineffective teaching practices, students in need of additional time and instruction, and specific plans of action to support students' learning needs. 3. The administration is not adequately supporting the continual development of teachers' instructional practices, including guided reading and other practices specific to differentiation based on students' learning needs. 4. The free/reduced lunch subgroup is not receiving the necessary academic and social-emotional-behavioral support to function and achieve at the same levels as the paid lunch subgroup.

Part 4: Interventions

Interventions are specific plans of action designed to target and address the root causes impacting teaching, learning, and achievement. The planning team as well as staff, parents, students, and community members brainstormed, researched, reviewed, and identified specific interventions.

Intervention 1: Common, Formative Assessments	
Root Causes Addressed	1. Administration and staff are not routinely and commonly assessing students' performance on essential learning outcomes in reading, writing, and mathematics. 2. Administration and staff are not routinely reviewing common formative assessment results to identify effective and ineffective teaching practices, students in need of additional time and instruction, and specific plans of action to support students' learning needs.
Action Plan	To routinely and accurately measure student learning and the impact of instruction, teachers will administer common, formative assessments throughout the school year. Kindergarten, 1st-grade, and 2nd-grade teachers will administer mClass DIBELS to all students, and 2nd-grade, 3rd-grade, and 4th-grade teachers will administer NWEA to all students. These assessments will be given to students at the beginning, middle, and end of the school year. All teachers will administer curriculum-based assessments within the core reading program (Benchmark) and core math program (Go Math). The common, formative assessment results will be the focus of grade-level collaboration. Administration will facilitate discussions with grade-level teachers and interventionists to determine what instruction and learning activities are effective and what students need additional time and instruction, and together, teachers and administration will create specific plans of action with interventions, goals, and timelines.

Intervention 2: Learning-Focused Collaboration (Grade-level PLCs)	
Root Causes Addressed	1. Administration and staff are not routinely and commonly assessing students' performance on essential learning outcomes in reading, writing, and mathematics. 2. Administration and staff are not routinely reviewing common formative assessment results to identify effective and ineffective teaching practices, students in need of additional time and instruction, and specific plans of action to support students' learning needs.
Action Plan	To routinely and effectively identify effective and ineffective teaching practices, students in need of additional time and instruction, and specific plans of action to support students' learning needs, teachers and administration

will collaborate on specified days after common, formative assessments have been administered.

Administration will schedule ample time to meet individually with grade-level teachers, interventionists, and special education staff. During collaboration time, administration will facilitate focused discussion over the following topics:

- What pleased us?
- What surprised us?
- What needs to be retaught to all students or specific classrooms of students?
- What needs are continually integrated within future teaching and learning?
- What students are in need of intervention?
    - Identify a specific behavior or skill deficit to target.
    - Identify a specific intervention to target the behavior or skill deficit.
    - Create a measurable, achievable goal for the behavior or skill deficit.
    - Create a timeline for the intervention and goal.

Intervention 3: Staff Professional Development & Implementation of PCSC Reading Plan	
Root Causes Addressed	3. The administration is not adequately supporting the continual development of teachers' instructional practices, including guided reading and other practices specific to differentiation based on students' learning needs.
Action Plan	To routinely and effectively develop teachers' instructional practices, administration will lead instructional conversations with teachers. Through the use of video, we will identify best practices and areas of focus. Common areas of focus will become grade-level and/or building-wide foci for PD. Dedicated time spent not only understanding the PCSC Reading Plan, but also the essential components of our new core reading program.

Intervention 4: Community Circle	
Root Causes Addressed	4. The free/reduced lunch subgroup is not receiving the necessary social-emotional-behavioral support and academic support to function and achieve at the same levels as the paid lunch subgroup.
Action Plan	Responsive Classroom will be used to foster a classroom community in which students feel safe, respected, and valued, all homeroom teachers will facilitate a community circle with discussions and activities focused on the Indiana

Department of Education's Social-Emotional Learning Competencies, which include the following seven competencies:

1. Sensory-Motor Integration
2. Insight
3. Regulation
4. Collaboration
5. Connection
6. Critical Thinking
7. Mindset

The purpose of Classroom Circle is to increase students' social-emotional competencies and build a classroom community in which students have opportunities to build positive connections with one another and their teachers. Ongoing training will be provided by the social worker and teachers.

Intervention 5: Social/Emotional Needs	
Root Causes Addressed	4. The free/reduced lunch subgroup is not receiving the necessary social-emotional-behavioral support and academic support to function and achieve at the same levels as the paid lunch subgroup.
Action Plan	Responsive Classroom will be used to foster a classroom community in which students feel safe, respected, and valued, all homeroom teachers will facilitate a classroom circle with discussions and activities focused on the Indiana Department of Education's Social-Emotional Learning Competencies, which include the following seven competencies: 8. Sensory-Motor Integration 9. Insight 10. Regulation 11. Collaboration 12. Connection 13. Critical Thinking 14. Mindset The purpose of a Social Worker is to increase students' social-emotional competencies and build a classroom community in which students have opportunities to build positive connections with one another and their teachers. Ongoing training will be provided by the social worker and teachers. A full time Social worker has been hired. Having a Social worker in the building, will enable our school to better meet the needs of all our subgroups.

APPENDICES

Appendix A: Root Cause Self-Study Excerpt

This excerpt provides root cause information required by P.L. 221 and Title I.

Indiana Rules and Regulations	
A. Where is the public copy of Webster's curriculum located?	Webster administration and teachers maintain all components of the core reading program and the core math program and are prepared to share with anyone interested.
B. What rules or statutes will Webster waive in order to promote student learning?	Webster is not waiving any rules or statutes.
C. Webster's student attendance rates supportive of learning? How will Webster ensure it maintains and increases student attendance rates?	Webster's attendance rates are supportive of learning. Administration and teachers will continue to work with families individually to identify causes and best interventions for poor attendance.
D. In addition to IREAD-3 and ILEARN, what assessments are used to measure student learning?	Webster uses mClass DIBELS; NWEA; and common, schoolwide curriculum-based assessments to continually measure student learning.
Title I Schoolwide and Targeted Assistance Schools	
E. What needs assessments does Webster use to identify areas that are interfering with learning?	Webster utilizes a self-assessment in which administration and staff evaluate the school's Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement. Webster utilizes a feedback survey in which staff, families, students, and community members rate the quality of expectations, curricular rigor, instruction, classroom assessments, extra help, student guidance, and the learning environment Annually, the self-assessment and feedback survey identify specific learning interferences.
Title I Schoolwide	

F. What programs does Webster consolidate under the schoolwide plan?	Webster does not consolidate programs.

Appendix B: Continuous Improvement Timeline

As part of the ongoing school improvement process, the planning team will simultaneously engage in the implementation of this improvement plan and the development of the 2020-2021 improvement plan.

Month	Implementation of 2020-2021 SIP	Development of 2021-2022 SIP
August	Communicate SIP components to staff, families, students, and the community. Implement SIP interventions.	N/A
September	Implement SIP interventions. Review common, formative assessments and create and monitor specific student learning goals.	N/A
October	Implement SIP interventions. Review common, formative assessments and create and monitor specific student learning goals.	N/A
November	Implement SIP interventions. Review common, formative assessments and create and monitor specific student learning goals.	Recruit planning team members.
December	Implement SIP interventions. Review common, formative assessments and create and monitor specific student learning goals.	Finalize planning team.
January	Implement SIP interventions. Review common, formative assessments and create and monitor specific student learning goals.	Review and revise Part 1: Vision.
February	Implement SIP interventions. Review common, formative assessments and create and monitor specific student learning goals.	Review and revise Part 2: Academic Goals.
March	Implement SIP interventions.	Review and revisit Part 3: Root Causes.

	Review common, formative assessments and create and monitor specific student learning goals.	
April	Implement SIP interventions. Review common, formative assessments and create and monitor specific student learning goals.	Review and revisit Part 4: Interventions.
May	Implement SIP interventions. Review common, formative assessments and create and monitor specific student learning goals.	Finalize 2021-2022 SIP.